

## The Classical Outlook

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## NEWTON AND LATIN

By D. HERBERT ABEL  
Loyola University, Chicago, Illinois

YOU ARE teachers. But let us suppose in addition that you are not men and women but cows, conducting classes for cows. Your class is "The Study of Man." You are an educated cow; you've seen a man; you know what he is. Your student cows are freshmen with no ideas of the nature and form of a man; it's your job to teach them what man is. There they stand in front of you, their bovine eyes bright with anticipation. You're a progressive teacher; you believe in audio-visual aids; the first day you bring them a dozen pictures of the human ear taken from all angles. The next three days you show other pictures of all varieties of the human ear, you play operatic recordings of Jan Peerce. On Friday you conduct a quiz on the ear. The next Monday you start on the human jaw, because it joins the two ears. Picture after picture of the jaw: the prognathic jaw, the retrognathic jaw, the agnathic jaw, plus a few normal jaws are shown and thoroughly explained for a week. The third week you begin on noses; the fourth week on mouths; the fifth week on skull shapes, including receding and non-receding hairlines. The sixth week is devoted to shoulder blades; the seventh to arms, but not to hands; hands have too many important functional uses; hands must be reserved for the eighth week. Then it's time for a mid-term examination. But what do your poor cows know about man? Did they ever see a picture of a man, the whole man? What possible image of man could your cows conjure up out of those assorted examples of ears, noses, mouths, skulls, shoulders, arms, and hands?

You are teachers of human beings, however, not of cows, and your experience will show you that in coming to know an object you proceed from the general impression to the particular, from the whole to the part, from the entity as such to its details. You recognize a unity as such, you distinguish a whole man from a whole elephant; you recognize a piece of furniture as a table and not a bed because of the general impression; you don't think a table is a bed because they both have feet.

## EASTER CAROL

FROM A FOURTEENTH-CENTURY  
MANUSCRIPTSurrexit Christus hodie  
Humano pro solamine,Mortem qui passus pridie  
Miserrimo pro homine.Mulieres ad tumulum  
Dona ferunt aromatum,Quaerentes Iesum dominum  
Qui est salvator hominum,Album cernentes angelum  
Annuntiantem gaudium:"Mulieres O tremulae,  
In Galilaeam pergit;Discipulis hoc dicite  
Quod surrexit rex gloriae."Petro dehinc et ceteris  
Apparuit apostolis.In hoc paschali gaudio  
Benedicamus Domino.Gloria tibi, Domine,  
Qui surrexisti e morte!Laudetur sancta Trinitas!  
Deo dicamus gratias!

In individual cases you always form a general impression and then later on note specific characteristics; you see that this person is a tall young man before you note the color of his eyes, the wave in his hair, or even the length of his arms. Fictional writers in delineating character recognize this normal process of perception by beginning their description of a character with a general impression sufficiently vague that no later detail will be discordant with an image previously created.

You are teachers of the Latin language, a living and vital entity, with an organism, as complicated as the human body, having all its parts carefully articulated into a beautiful whole. But within this whole there are other entities, smaller unities, just

as there are in the human organism. You know what they are: the five declensions, the four conjugations, the syntax of the cases, the syntax of the verb, each of them a little unified system which articulates with the others to give you the one beautiful unity of the Latin language. Now, when you teach the physiology of man you teach it in complete units: the nervous system, the circulatory system, the digestive system. You do not teach the glossopharyngeal nerve this week, the jugular vein next week, and the esophagus the third week. You may devote three weeks to the digestive system, but you treat it as a unit; you teach what happens to our food from start to finish; you don't leave it undigested in the stomach waiting for gastric juices while you wander off to study the nerve that stimulates the secretion of said juices.

You are teachers of Latin and as such should remember that Horace in *De Arte Poetica* (32-35) says:

Aemilium circa ludum faber imus et  
unguis  
Exprimet et mollis imitabitur aere  
capillos,  
Infelix operis summa, quia ponere  
totum  
Nesciet.

A survey of our secondary-school texts will soon show that we truly know how to express the smallest details, but more than one of us feels unhappy about the "summa operis," for we not only don't know how to express the whole, the whole is frequently nowhere to be found! One such text in fairly wide use in the Middle West has as its motto: "Repetitio Mater Studiorum." It lives up to it: there are over 150 examples of the functional usage of the Accusative Singular of the First Declension before the complete declension is studied as a unity in itself.

Among the laws of motion formulated by Newton is the familiar third one: "To every action there is an equal and opposite reaction." In the time prior to 1924, Latin was studied as a unity, and each of its units was taken as a separate entity contributing to the unified whole. A declension was seen in its entirety; a conjugation was studied completely; in Bennett's *New Latin Grammar* the syntax of the Accusative Case was treated all in one place. The

Classical Investigation took the stand that such an approach was unimaginative, conventional, stolid, and dry. The pupil should not be asked to study anything until his reading experience has proved to him the need for knowing this bit of factual morphology.—Like not studying the arithmetical table of Fives until you realize that you need two nickels to buy a ten-cent Coke. Or not studying about the existence of God until you meet Him after death, and it's too late to do anything about it. And in the arithmetical case, how long would you have to live, what experience would you have to suffer, before you felt the dire need of knowing the value of eight times seven? If the teaching of pre-1924 teachers was "unimaginative," certainly the reaction has been an equal one in the direction of the opposite. It is imaginative to the zenith; it asks the pupil to imagine what a declension or a conjugation is, it doesn't present it to him as a single unity. It asks him to imagine a woods which he can't see because of the trees.

Textbooks prior to 1924 were unimaginative too. Covers were plain, without special emphasis on display or brightness of color, the textual matter was solid, the notes followed the text in a separate section. A grammar was a grammar, and an exercise book was an exercise book. Now editors and publishers vie with one another in producing attractive covers, pictures in multiple color, attractive type faces, copious footnotes on the same page as the text to facilitate easy and painless, even if not particularly rapid, reading. Some publishers even advertise it as an excellence that with their text the student can master Latin I or Latin II by learning *less* vocabulary or *less* grammar than that required in other texts. Your modern text is eye-catching, and imaginative; it imagines that a beautiful and glamorous window-dressing guarantees good merchandise; it imagines the shadow is more satisfying than the substance.

Newton said it: To every action there is an equal and opposite reaction. Latin teachers have been feeling the lack of formal grammar, the lack of emphasis on a drilling of forms and syntactical rules. And so today, if you are to be *au courant* with modern trends, you will take up Comparative Linguistics and Historical Latin Grammar as the latest and certainly the most novel and imaginative teaching aid. My own experiences in the teaching of Comparative Linguistics and Historical Grammar to advanced students and future teach-

ers of Latin have shown me that, while I do all in my power to make the topic interesting and applicable to teaching techniques, there are few indeed of my students who can and do make of such courses a working tool for the handling of their own

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### PORTRAIT OF A YOUNG PRIEST

By JOHN K. COLBY  
Phillips Academy, Andover, Massachusetts

Hic sacerdos quem spectatis,  
Nova splendens gratia,  
De peccatis absolutus,  
Sancto Spiritu imbutus,  
Plenus merae caritatis,  
Fortis innocentia,

Agnum Dei comprecatur  
Verbis supplicantibus,  
Ut ex aedibus coelorum  
Pacem donet angelorum,  
Semperque misereatur  
Nobis peccatoribus.

---

teaching problems. Horace has a neat comment that, in my opinion, might be applied to the method of Historical Grammar in secondary schools. He says: "In vitium ducit culpae fuga, si caret arte."

Newton said it: To every action there is an equal and opposite reaction. The Classical Investigation of 1924 reaffirmed the principle that the primary immediate objective of Latin study was to develop the ability to read and understand Latin as Latin. According to a news release from Washington, October 21, 1953, Dr. John F. Latimer, head of the Department of Classical Languages at George Washington University, believes that the use of the Latin "pony" should be encouraged. Pointing out that giving the student a "pony" translation to accompany the Latin text was standard procedure in many educational institutions until 1850, he stated that, far from considering the "pony" a means of cheating, he believes it to be an efficient means of teaching Latin quickly, and hopes to restore it to general use. Thus, instead of developing the ability to read and understand Latin as Latin, Dr. Latimer hopes to promote the reading of Latin as English.

Another modern straw in the wind: Writing in the December, 1953, issue of THE CLASSICAL OUTLOOK, Professor Robert O. Fink

stresses the need for "a fresh, unprejudiced approach to Latin syntax." He discusses the so-called Ablative Absolute at quite some length, reaching the conclusion that it is no different from an Ablative of Accompaniment. Thus "Caesare duce" is "with Caesar as leader," and "Urbe capta" is "with the capture of the City." Maintaining that "the meaning, the style, and the fun are in the Latin" and not in reciting translations, he states: "I believe firmly that there is a chance for a rebirth of Latin studies in this country; but if it is to come, I believe it must come through honest concentration on the one sufficient, direct reason for learning Latin—the ability to read Latin literature." And thus Mr. Newton's law again. The *Report of the Classical Investigation* listed eight valid ultimate instrumental objectives and four ultimate disciplinary objectives, while rejecting as invalid the ultimate objective of "the ability to read *new* Latin after the study of the language in school or college has ceased." Does Professor Fink mean the ability to read Latin literature as a primary or an ultimate objective?

My plea to you is to return order and unity to the study of Latin. It is a language which lends itself to orderly, methodical, unified presentation. It is regular in its formations, much more so than Greek; analogy and generalization play major roles in its constructions. One of the most striking examples of this is the treatment of the Subjunctive in most modern texts. Deferred well into the second year, it appears piecemeal when it is presented, a tense at a time, a conjugation at a time, or both. As a result I regularly have students in college Latin with a two-year high-school background who have never seen all of the Subjunctive forms, either separate or together in a paradigm. Actually the formation of the Subjunctive is one of the most regular features of the highly regularized Latin language. The entire paradigm of the active and passive voice of the Subjunctive of all four conjugations and of the verb *sum* can be placed on about two-thirds of a sheet 8½ by 11 inches, in clear form, capable of easy understanding.

Nor is the horrendous syntax of the Subjunctive any more complicated. There is one general heading under which Subjunctives fall: the category of non-fact. The Indicative is the mood of fact; the Subjunctive, that of non-fact. The independent Subjunctives, hortatory, jussive, deliberative, volitive — these are not facts, but urgings, commands, doubts,

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and wishes. Purpose clauses are not facts, but intentions; result clauses are not facts because the result has not yet been realized. Clauses of anticipation or expectancy with *antequam*, *priusquam*, *dum*, *donec*, *quoad* are not yet facts, but expectations merely. The indirect question is not a fact for the person stating it; it is a question in his mind, not even directly expressed. *Quod*, *quia*, *quoniam* take the Subjunctive when the reason given is that of some person other than the writer or the speaker, because they are not facts for the writer or speaker; they are little more than rumors or reports for him. Even the Subjunctive in dependent clauses in Indirect Discourse may be explained as following the analogy of the *quod*, *quia*, *quoniam* clause—that is, such clauses do not represent facts for the one who reports them. It seems strange that it should be necessary to string out the explanation of the syntax of the Subjunctive over a period of months, when one simple and unified picture of the whole can be given at once.

The same unified treatment can be accorded the syntax of the cases. Thus the Accusative may be defined as stating the absolute limit of the motion or action expressed by the verb. "He shot the bear" means that his arrow went no further than the bear; "he trembled as to his knees" means that the trembling stopped at his knees and did not affect his hands; "he came to Rome" means that he stopped when he got that far. Since the Infinitive is a verbal noun, the often difficult Subject Accusative with the Infinitive is a double Accusative of Limit, of both a person and a thing. "I asked him to come" means that *asked* has two limits—*him*, the person, and *to come*,

the thing. Since *ask* is a verb of speaking, Latin then generalizes this use to all such verbs, and states "I said him to come." A further analogy of the Accusative is the use of substantive clauses as objects: they are the things. And their subjunctivity is to be referred again to the non-fact principle of the independent hortatory, jussive, or volitive Subjunctives.

Professor Johannes Gaertner has issued a call to classicists, in the *Classical Weekly* for April 13-20, 1953, to return to old conservative paths of teaching. We need a conservative revolution, and this return to old paths may not be as far off as we think. Allen S. Hoey has a five-and-a-half-page article on "A School Greek Course" in the January, 1954, issue of the *Classical Journal*. You who think Greek is dead should read it. You who are about to embalm Latin should read it too. It's been a long time since I have seen a comparable article on Latin. Perhaps you'll write one to further the conservative revolution.



## KNOW OF AN OPENING?

The success of the League's teacher placement service depends upon the extent to which prospective employers are informed about this service. Heads of classical departments and directors of placement bureaus are earnestly requested to refer to the Director of the Service Bureau any prospective employers whose requests for teachers of Latin or Greek they themselves are not able to fill. For full information about this Placement Service, see THE CLASSICAL OUTLOOK for October, 1952 (page 4).

## LETTERS FROM OUR READERS

## CONTESTS

Sister Maria Thecla, Director of the Diocesan Latin Department of the parochial schools of Pittsburgh, Pa., writes:

"Our Catholic Classical Honor Society is instituting a Latin Contest for all Latin students in diocesan high schools and academies. Winners in the freshman, sophomore, and junior years will receive awards of books. The highest ranking boy and the highest ranking girl in the senior year will be given a four-year scholarship to a neighboring college."

Sister M. Bede, of the College of Saint Teresa, Winona, Minn., President of the Minnesota Classical Conference, writes:

"The Minnesota Classical Conference will sponsor for the first time a Latin Contest in the Minnesota high schools this year. The contest will be conducted in two divisions—the upper open to students who have had seven semesters of Latin, the lower open to those with three. Tuition scholarships to several Minnesota colleges will be awarded to the three highest-ranking students in the contest."

## "UNDER THE YOKE"

Miss Marguerite B. Grow, of the Hockaday School, Dallas, Texas, writes:

"Three of our students demonstrated to the Caesar class what Caesar meant by 'going under the yoke.' As the student who went under the 'yoke' emerged we asked her how she felt. She replied, 'Mighty low!'"

## SPECIALTIES

Miss Grow continues:

"Each member of our Cicero class has made a 'specialty' of some grammatical form or figure of speech which interests her. One girl has become so skilled at recognizing syncope that she has been nicknamed 'Syncope!' One shows an interest in gerunds and gerundives, another is an 'expert' on periphrastics, another likes chiasmus, and still another is intrigued by paronomasia."

## AGAIN MODERN LATIN

Dr. Emory E. Cochran, whose vocabularies of "Modern Latin" have delighted both teachers and students, has contributed the following additional items:

"*ABC's, the alphabet* (noun). Elementa, -orum, n. 'To learn the alphabet—Elementa discere prima.' 'To teach boys the alphabet—Pueros elementa docere.'"



"*Freedom of the press.* Quidlibet sentiendi litterarumque formis exprimendi facultas (licentia)."

"*Operator* (noun). Administer, -tri, m; administra, -ae, f. 'A telephone operator—telephonii administra.'"

"*Pressure* (noun). In a figurative sense, 'pull,' gratia, -ae, f. 'To accomplish something by pull—Gratiā suā aliquid efficere.' 'Excessive influence or predominance'—potentia, -ae, f. Cf. 'Paucorum potentia crevit—the influence of the oligarchy increased.'"

"*Pugilistic.* 'To win a pugilistic victory—Aliquem pugnis superare (contundere, caedere).'"

"*Raincoat* (noun). Paenula imbris impervia."

"*Resole* (verb). 'To resole shoes—Novas soleas (fulmentas) calceis suppingere.' 'To resole with nails—Novas soleas clavis subcudere, fulmentas clavis aeneis subcudere.'"

"*Veneer.* 'Furniture covered with wood veneer—Supellex ligneis obducta laminis.'"

"*Ventilator* (noun). Ventigenum instrumentum, -i, n."

"*Wardrobe* (noun). Vestiarium, -i, n. 'The wardrobe servant (check girl) got a big tip—Vestiplica corollarium munificum accepit.'"

A JCL SUNDAE

Mrs. Pauline E. Burton, of the Libbey High School, Toledo, Ohio, writes: "A neighboring drug store features a JCL sundae for us—vanilla ice cream with cherries."



## IF I WERE A GOD

(OR EVEN A DEMIGOD)

BY GARDNER WADE EARLE  
Sarasota, Florida

Oh, should some lovely Ariadne proffer

A silken thread to lead me back again,

I, too, would dare what Cretan mazes offer,

To seek a feral Minotaur or ten  
And slay them with a super-Thesean skill

In whatsoever labyrinthine den,

Foreknowing if I fared exceeding ill  
I died but once as all men have to do

And had no further fate left to fulfill;

But if I should destroy the monstrous crew

The filament would lead me to that place

Where Ariadne held the tenuous clew

And trembled, eager for a god's embrace.

## PROGRAM FOR THE SEVENTH ANNUAL LATIN INSTITUTE

BY CLARENCE A. FORBES  
The Ohio State University

Lectores benevolentes: Ecce ratio studiorum Instituti Latini. Valde desideramus ut discendi fruendique causa nobiscum aditis in civitate pulchra Oxoniensi. Sapere audete!

THEME: SAPERE AUDE

Thursday Morning, June 17—Registration, Hamilton Hall.

Thursday Noon—First Luncheon, Hamilton Hall.

Thursday, 2:00 p.m., with Van L. Johnson, President of the American Classical League, presiding: "Greetings from Miami University," John D. Millett, President of Miami University; "Do Participles Have Tense?" Robert O. Fink, Kenyon College; "Latin Methods in Quebec," Jean-Paul Trudel, University of Chicago; "Everyday Strategy for the Classics," Rev. William Paul Barnds, St. James Church, South Bend, Indiana; "The Linguistic Approach," Waldo E. Sweet, University of Michigan; Discussion.

Thursday, 6:00 p.m. — Dinner, Hamilton Hall.

Thursday, 8:00 p.m., with Frances T. Nejako, Middletown (Conn.) High School, presiding: "Cleopatra's Pearls," B. L. Ullman, University of North Carolina; "Pompeii and Its Paintings" (illustrated), Otto J. Brendel, Indiana University.

Thursday, 9:00 p.m.—Informal reception tendered by Miami University, Hamilton Hall parlors.

Thursday, 10:00 p.m.—Meeting of the Council of the American Classical League.

Friday, June 18, 9:00 a.m., with Mary Braginton, Rockford College, presiding: "Learning Two Languages At Once," Nathan Dane II, Bowdoin College; "Scrape Off That Sugar Coating!" Arta F. Johnson, Bronxville, N. Y.; "Latin Sub Specie Aeternitatis," Reynold L. Burrows, University of Utah; "On the High-School Language Front," John F. Latimer, George Washington University; "Lingua Haud Moribunda," John N. Hritzu, University of Notre Dame.

Friday, Noon—Luncheon, Hamilton Hall. Carmina Latina, Mars M. Westington, Hanover College, Magister Canendi.

Friday, 2:00 p.m.: Annual Reports by the Officers—Van L. Johnson, President; Henry C. Montgomery, Secretary-Treasurer; Lillian B. Lawler, Editor; Wilbert L. Carr, Director of the Service Bureau; Estella M.

Kyne, National Chairman, Junior Classical League; Panel Discussion of Teaching Problems, Edith M. A. Kovach, Moderator, Mumford High School, Detroit, Mich.; Henry W. Kamp, Hendrix College, Conway, Arkansas; Dorothy Roehm, Cooley High School, Detroit, Mich.; Sibyl Stonecipher, Western Kentucky State Teachers College; Mary Sullivan, East Bridgewater (Mass.) High School; Sister Maria Thecla, Sacred Heart High School, Pittsburgh, Pa.; A. Pelzer Wagener, College of William and Mary.

Friday, 6:00 p.m.—Dinner, Hamilton Hall; Conferring of Degrees for Attendance.

Friday, 8:00 p.m.—Concert, Miami University Artists' Series, by invitation of Miami University.

Saturday, June 19, 9:00 a.m., with Dorrance S. White, University of Iowa, presiding: "The Importance of Latin in a Humanistic Education," Sister Wilfrid, S. N. D., Emmanuel College, Boston, Mass.; "Trimming the Figures," Kevin Guinagh, Eastern Illinois State College; "Making Sense of the Latin Noun," Goodwin B. Beach, Hartford, Conn.; "The Sixth Declension and the Supine in You," James F. Looby, Education Editor, *The Hartford Courant*; "How Latin Is Taught in Rome Today," Mary A. Barrett, Torrington (Conn.) High School; "Hortensius and Saint Augustine," W. C. Korfmacher, St. Louis University.

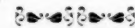
Saturday, 11:30 a.m.—Luncheon, Hamilton Hall. "Valete Omnes."

A program published so far in advance must necessarily be subject to amplification and rectification at a few points. The final printed program will be available for those who assemble for the Latin Institute in June.



## THE BIRTHDAY OF ROME

According to tradition, the city of Rome was founded by Romulus and Remus on the festival of the Palilia, on April 21, 753 B.C. Why not celebrate Rome's birthday with a special program on April 21? For material, see page 74.



## WANT A TEACHING POSITION?

The American Classical League maintains a very inexpensive Teacher Placement Service for teachers of Latin or Greek in school or college. For details of the plan see THE CLASSICAL OUTLOOK for October, 1952 (page 4) or address The American Classical League Service Bureau, Miami University, Oxford, Ohio.

## FIRST NATIONAL JCL CONVENTION

BY ESTELLA KYNE

Wenatchee (Washington) High School

JUNE 13-15 are the dates for the first national Junior Classical League Convention. It will be held at Incarnate Word High School, San Antonio, Texas. The invitation from this school's chapter was accepted for the convention because of the opportunity for short tours of historic interest that can be arranged by it for visitors. The Latin club at Incarnate Word High School has been affiliated with the JCL since 1946.

There will be a meeting of the national officers on Saturday afternoon, June 12. The first general assembly will be held Sunday afternoon, June 13. Sessions will be held each half-day and each evening through Tuesday noon, June 15.

Dormitory housing will be available for 120 girls and their sponsors, from Sunday noon, June 13, through Tuesday night, June 15, at one dollar a night. Three meals a day will be provided for 400 delegates at one dollar a meal. Delegates are expected to remain through the entire convention. A reservation for lodging, accompanied by a nominal deposit of one dollar, should be sent to Miss Mildred Sterling, 3022 Edmond St., Waco, Texas, by May 23. Reservations made after that date should be sent to Sister Alacoque, Principal, Incarnate Word High School, San Antonio, Texas. Delegates will furnish their own towels. Out-of-state delegates and those without local transportation will be given preference at the dormitory.

Delegates not taken care of by dormitory housing, and those planning to remain longer than the convention, may secure reservations by writing to any of the following hotels: Gunter, Menger, Plaza, and St. Anthony. Those who drive will arrive by Highway 81. Motels in the Brackenridge Park Area will be most convenient.

Miss Mildred Sterling, of Waco High School, who is the state chairman of the JCL for Texas, is general chairman. She is being assisted by Miss Lourania Miller, of Dallas, member of the national committee in charge of federations. The local chairman is Sister Alacoque, Principal at Incarnate Word High School.

Alvin Dungan, of Wenatchee, Washington, who is the national President of the Junior Classical League, sent out a questionnaire to the delegates attending the preliminary meet-

ing last June at Miami University, asking for suggestions for this convention. The other national officers who are active in arousing interest in their districts for attendance at the convention are: Alex Poston, of Kingsport, Tennessee, Vice-President; Barbara Landiss, of Alton, Illinois, Secretary; Alma Yip, of High Point, North Carolina, Treasurer; Galen Lefforths, of Jackson, Michigan, Parliamentarian; and Martha Matthews, of Henderson, Texas, Editor of *Torch: US*.

## NEW JCL CHAIRMEN

Thirty-five states, including Hawaii and the District of Columbia, now have chairmen for the Junior Classical League. Recent appointments made by Lourania Miller, national committee member in charge of federations, include: *Indiana*, Eileen Johnson, of Anderson High School; *Maine*, Mary L. Copeland, of Bangor High School; *Massachusetts*, Mary Sullivan, of the Junior-Senior High School at East Bridgewater; *Oklahoma*, Mrs. Evelyn Barkholz, of Lawton High School; *Oregon*, Jennette E. Roberts, of Salem High School.

## ON GIVING EXPRESSION TO GRIEF

BY EUGENE S. MCCARTNEY  
University of Michigan

**A**MID THE bleak land of the Getae and the Sauromatae Ovid endures as many ills as there are twigs in the forest, grains of sand beside the Tiber, and blades of grass in the Campus Martius (*Tristia* v. 1, 31-32). He does not heed the advice to bear his sorrows in silence, for he believes that words and tears lighten suffering. He gives his views succinctly in lines 63-64:

Strangulat inclusus dolor atque aestuat intus.

Cogitur et vires multiplicare suas.

Shakespeare was equally opposed to repressing grief, as we see from these quotations:

Sorrow conceal'd, like an oven stopp'd,

Doth burn the heart to cinders . . .

—*Titus Andronicus*, Act II, Sc. 4

Give sorrow words; the grief that does not speak

Whispers the o'erfraught heart, and bids it break.

—*Macbeth*, Act IV, Sc. 3

A vividly worded parallel to these quotations is to be found in Julia Peterkin's *Bright Skin* (p. 175), a story of life among the Gullah Ne-

groes on a South Carolina plantation. When Cricket mourns silently and inconsolably on the death of Uncle Wes, Aun Fan urges her to give way to the age-old method of assuaging sorrow: "Try to holler, gal. Dry grief is awful unhealthy."

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## VIRGIL AND MILTON

BY LLOYD N. JEFFREY

East Central State College, Ada, Oklahoma

**I**N REREADING parts of the *Aeneid* recently, I was struck by the similarity between lines 268-281 of the sixth book of the *Aeneid* and lines 139-154 of Milton's juvenile (but meritorious) Latin poem *In Quintum Novembris*. It occurred to me that this parallel might interest the readers of THE CLASSICAL OUTLOOK. Professor O. E. Nybakken, of the State University of Iowa, has informed me that Walter MacKellar (*The Latin Poems of John Milton*, Yale, 1930) cites line 280 of the sixth book of the *Aeneid* as a possible source for Milton but does not mention the rest of the passage—a fact which I have since checked for myself. It seems to me worth while to call attention to the general resemblance between the two groups of lines. I present the passages in question without the encumbrance of comment; the texts speak for themselves:

VIRGIL, AENEID VI, 268-281

Ibant obscuri sola sub nocte per umbram

perque domos Ditis vacuas et inania regna,

quale per incertam lunam sub luce maligna

est iter in silvis, ubi caelum condidit umbra

Iuppiter et rebus nox abstulit atra colorem.

Vestibulum ante ipsum primis in faucibus Orci

Luctus et ultrices posuere cubilia Curae;

pallentesque habitant Morbi tristisque Senectus

et Metus et malesuada Fames ac turpis Egestas,

terribiles visu formae, Letumque Labosque;

tum consanguineus Leti Sopor et mala mentis

Gaudia, mortiferumque adverso in limine Bellum

ferreique Eumenidum thalami et Discordia demens

vipereum crinem vittis innexa cruentis.

MILTON, IN QUINTUM NOVENBRIS,

139-154

Est locus aeterna septus caligine noctis,

Vasta ruinosi quondam fundamina  
tecti,  
Nunc torvi spelunca Phoni, Prodota-  
que bilinguis,  
Effera quos uno peperit Discordia  
partu.  
Hic inter caementa iacent praeupta-  
que saxa  
Ossa inhumata virum, et traiecta cad-  
avera ferro;  
Hic Dolus intortis semper sedet ater  
ocellis,  
Iurgiaque, et stimulis armata Calumnia  
fauces,  
Et Furor, atque viae moriendi mille,  
videntur,  
Et Timor, exsanguisque locum cir-  
cumvolat Horror,  
Perpetuoque leves per muta silentia  
Manes  
Exululant, tellus et sanguine conscia  
stagnat.  
Ipsi etiam pavidi latitant penetralibus  
antri  
Et Phonos et Prodotes, nulloque se-  
quente per antrum,  
Antrum horrens, scopulosum, atrum  
feralibus umbris,  
Diffugiunt sotes, et retro lumina  
vortunt.



### THE DOGS IN PLUTARCH'S LIVES

BY EDWARD C. ECHOLS  
University of Alabama

THROUGHOUT THE course of the *Lives*, Plutarch finds occasion to make effective use of Man's best friend for a number of illustrative comparisons. In addition, he chronicles the way of the classical man with a dog, and even delivers a short *apologia* on behalf of aged dogs and decrepit domestic animals in general.

Canine qualities are continually discerned in human activities. For example, the Romans gave their unqualified approval to the impeachment proceedings brought against Servilius the Augur by the youthful Servilius, because they "were very desirous to see their young men fastening themselves on malefactors like high-bred whelps on wild beasts" (*Luc.* i, 2). In the early stages of his distinguished military career, Scipio, later Scipio Africanus, was nowhere to be found after a victory over the Macedonians by the Roman forces commanded by Aemilius Paulus; "well, then, when it was already late and he was almost despaired of, he came in from the pursuit with two or three comrades, covered with the blood of the enemies he had slain, having been, like a young hound of noble breed, carried away by the uncontrollable pleasure of the vic-

tory" (*Aem.* xxii, 4). The Thebans practiced the art of war in frequent skirmishes with the Spartans, and Pelopidas was one of "those leaders of theirs who, at the right time and place, gave the Thebans, like young dogs in training, experience in attacking their enemies" (*Pel.* xxv, 3). Marcus Cato cannily "bought those prisoners who were young and still capable of being reared and trained like whelps or colts" (*Cat. Mai.* xxi, 1). After the battle of Issus, Damascus fell to the troops of Alexander; "then for the first time the Macedonians got a taste of gold and silver and women and barbaric luxury of life, and now that they had struck the trail, they were like dogs in their eagerness to pursue and track down the Wealth of the Persians" (*Alex.* xxiv, 2). When Demosthenes attempted to form a league in Athens to oppose Alexander the Great, it fell apart at the approach of the general; and "It was on this occasion that Demosthenes told the Athenians the story of how the sheep surrendered their dogs to the wolves, comparing himself and his fellow-orators to dogs fighting in defense of the people, and calling Alexander the 'Macedonian arch-wolf'" (*Dem.* xxiii, 4).

In addition to similes like the above, dogs occasionally take an active part in the narrative itself. A dog figured prominently in a dream of obscure meaning which Cimon had on the eve of his departure with the Athenian fleet to campaign against Egypt and Cyprus. In the dream, he thought an angry dog was baying at him, and that mingled with its baying was a human voice, saying: "Go thy way, for a friend shalt thou be both to me and to my puppies." The vision being hard of interpretation, Asstyphilus of Posidonia . . . told him that it signified his death. He analyzed the vision thus: a dog is the foe of the man at whom it bays; to a foe, one cannot be a friend any better than by dying; the mixture of speech indicates that the enemy is the Mede, for the army of the Medes is a mixture of Hellenes and barbarians" (*Cim.* xviii, 3-4). Asstyphilus' analysis proved correct; Cimon died at the siege of Citium.

Alexander of Pherae is powerful proof that those who live by the dog shall inevitably die by the dog, *ne ton kuna!* When Pelopidas was captured by that Alexander, Epaninondas feared lest the tyrant turn upon his prisoner: "For he had learned how savage he was, and how little regard he had for right and justice, in that sometimes he buried men

alive, and sometimes dressed them in the skins of wild boars or bears, and then set his hunting dogs upon them and either tore them in pieces or shot them down, making this his diversion . . ." (*Pel.* xxix, 4). In the end, however, it was a dog that made Alexander's assassination possible. His wife, Thebe, hatched the plot in company with her three brothers. "The rest of the tyrant's house was guarded by sentries at night, but the bedchamber . . . was an upper room, and in front of it a chained dog kept guard, which would attack everyone except his master and mistress and the one servant who fed him. When, therefore, Thebe was about to make her attempt, she kept her brothers hidden all day in a room hard by, and at night, as she was wont, went in alone to Alexander. She found him already asleep, and after a little, coming out again, ordered the servant to take the dog outdoors, for his master wanted to sleep undisturbed . . ." (*Pel.* xxxv, 4-5). With the watchdog out of the way, the brothers entered the royal room, and Alexander of Pherae had the doubtful distinction of becoming "the only, or at any rate the first, tyrant to die at the hands of his own wife" (*Pel.* xxxv, 7).

The watchdogs disappointed the guardians of the Roman capitol when the Gauls climbed up: "Neither man nor dog was aware of their approach" (*Cam.* xxvii, 2). It would appear that even at this early date the Capitol possessed a K-9 Corps comparable to the one stationed on the citadel at Corinth, which was "garrisoned by the Achaeans with four hundred men-at-arms, and fifty dogs with as many keepers" (*Arat.* xxiv, 1).

The watchdogs behaved in their normal, aggressive fashion, however, when Aratus was plotting to recover the city of Sicyon from the tyrant Nicocles. In the course of his planning, Aratus learned by chance of a spot where the wall of the city could be crossed easily by means of scaling-ladders. There was one serious drawback, however. "It was hard to get across it undetected owing to a certain gardener's dogs, which were little beasts, but extraordinarily fierce and savage" (*Arat.* v, 5). Aratus then took what steps he could to eliminate the danger of the dogs; he sent "on in advance Caphisias, lightly armed, with four companions; their orders were to come to the gardener's when it was dark, pretending to be travellers, and after taking up quarters there for the night, to shut up him and his dogs; for there was



no other way to get past them" (*Arat.* vi, 3). That night Aratus and his men appeared outside the wall at the appointed spot. "There Caphisias came to meet him; he had not secured the dogs (for they had bounded off before he could do this), but he had locked up the gardener. Most of his men were disheartened at this and urged Aratus to retire; but he tried to encourage them, promising to lead them back if the dogs should prove too troublesome for them. At the same time he sent forward the man who carried the scaling-ladders, under the command of Ecdelus and Mnasiheus, while he himself followed after them slowly, the dogs already barking vigorously and running along by the side of Ecdelus and his party" (*Arat.* vii, 3-4). The watch investigated the uproar, but failed to discover Aratus and his men hidden at the foot of the wall. Several members of the party then climbed over the wall, but more dog-difficulties — virtually of the comic-opera variety — lay ahead. "Now it was no great distance from the garden to the wall, and to the tower, in which a huge dog was on watch, a hunter. The dog himself did not notice their approach, either because he was naturally sluggish, or because during the day he had become tired out. Now when the gardener's whelps challenged him from below, he began to growl in response, faintly and indistinctly at first, then baying out more loudly as they passed by. Presently the whole place resounded with barking, so that the watchman opposite called out with a loud cry to the huntsman, asking why his dog was baying so savagely and whether some mischief was not afoot. The huntsman answered him from the tower that there was nothing to fear, but that his dog had been excited by the lights of the sentries and the din of the bell" (*Arat.* viii, 1-2). In this instance, the dogs did all that could reasonably be expected of them; they must have passed some sharp comments on human stupidity when Aratus carried off his *coup* successfully.

Plutarch's men loved their pet dogs, and the converse seems equally true; but this love did not prevent Solon from enacting a stringent law with respect to biting dogs: "A dog that had bitten anybody must be delivered up with a wooden collar three cubits long fastened to it—a happy device this for promoting safety" (*Sol.* xxiv, 1). Some Greeks "at the death even of dogs and horses, have been plunged into shameful and intolerable grief" (*Sol.* vii, 3). Such

a one, perhaps, was Alexander, of whom it was said that "when he lost a dog . . . named Peritas, which had been reared by him and was loved by him, he founded a city and gave it the dog's name" (*Alex.* vi, 1). And when the Athenians were being evacuated to Salamis prior to the Persian invasion, the scene on the docks was truly a piteous one: "Much affecting fondness was shown by the tame domestic animals, which ran along with yearning cries of distress by the side of their masters as they embarked. A story is told of one of these, the dog of Xanthippus, the father of Pericles, how he could not endure to be abandoned by his master, and so sprang into the sea, swam across the strait by the side of his master's trireme, and staggered out on Salamis, only to faint and die straightway. They say that the spot which is pointed out to this day as 'Dog's Mound' is his tomb" (*Them.* x, 5-6). Plutarch refers to this incident again in deploring the callousness of Marcus Cato in disposing of his old and useless animals as a needless expense. "Dogs that have been the close and constant companions of man have often been buried with honor. Xanthippus, of olden time, gave the dog which swam along by the side of his trireme to Salamis, when the people were abandoning the city, honorable burial on the promontory which is called to this day Cynossema, or Dog's Mound. We should not treat living creatures like shoes, or pots and pans, casting them aside when they are bruised and worn out with service, but, if for no other reason, for the sake of practice in kindness to our fellow-men, we should accustom ourselves to mildness and gentleness in our dealings with other creatures" (*Cat. Mai.* v, 4-5).

It is a source of satisfaction to note that those qualities of loyalty and devotion which endear the dog to us today were noted with complete approval by the Greeks and Romans. In this world of rapid and bewildering change, the dog is a reassuringly stable element. A Greek or a Roman suddenly transferred to the twentieth century might experience some difficulty in understanding his human counterpart. The dog, however, he would immediately recognize as his familiar old companion. The date would be of no consequence.



A new mimeograph (No. 687), "Suggestions for Latin Week," is available for 10¢ from the Service Bureau for Classical Teachers.

## BOOK NOTES

Experimental Materials, Book One. Edited by Waldo E. Sweet, University of Michigan, 1953. Pp. 143 plus lv. \$1.00.

Since the publication of the *Report of the Classical Investigation* in 1924, many of the traditional-type textbooks for beginners then in use have undergone radical revision along the lines recommended in the *Report*, and several new-type textbooks have appeared. One of the latest publications in this second category is *Experimental Materials, Book One*, the avowed purpose of which is to make available to teachers and students of elementary Latin the discoveries of structural linguistics and to provide for a more liberal use of audio-visual aids. The book is the product of the University of Michigan Latin Workshops directed by Dr. Sweet during the summer sessions of 1952 and 1953, and is this year being tried out in about twenty-five schools and colleges.

These experimental materials are offered on the sound assumption that a student of a second language will have difficulty with that language wherever it differs from his own. For example, the compilers of this book emphasize, from the very first lesson on, the important fact that, in the English language, a comparatively fixed word order "signals" the subject as distinguished from the object of a verb, whereas these two concepts are regularly indicated in Latin by inflectional endings.

The body of the book is divided into 34 (unnumbered) lessons, each of which contains one or more sections of "Pattern Readings" and "Pattern Practice." Some "real" Latin (brief mottoes and proverbs) is introduced as early as page 41, and in later pages there are some rather lengthy passages of unmodified prose and poetry. Most of the lessons include practice in the active use of Latin (oral or written), word study, and questions on grammatical principles which have been functionally introduced in the reading material. Forms are also introduced functionally and summarized horizontally. There are no lesson vocabularies.

The Appendix (pages i-lv) is devoted to a Summary of English Grammar, A Summary of Latin Syntax, Word Study, and a Latin-English Vocabulary of approximately 1200 entries. —W.L.C.

Studies Presented to David Moore Robinson. Vol. II. Edited by George E. Mylonas and Doris Raymond. St. Louis, Mo.: Washington University Press, 1953. Pp. xx plus 1336. Frontispiece and 98 plates. \$40.00.

The second volume of this great Festschrift is, if anything, even more impressive than the first. Prefaced by an *epigramme* in Greek, the work of C. G. Brouzas, the 162 contributions are grouped under the headings "Vase Painting," "Coins," "Inscriptions," "Linguistics," "Literature," "History and Life," "Religion, Mythology, Philosophy," and "Miscellaneous." As in the case of the first volume, the writers represent diverse nations and widely varying fields of interest; and we find articles written in the native German, French, or Italian of many of the contributors. Almost every one of the articles is an authoritative presentation by an expert in his field, and many of the studies are of outstanding importance. A few poems and verse translations are included also. In addition to the sumptuous collection of plates at the end of the volume, there are twenty-two figures in the text.

The exacting task of editing such an enormous volume with scholarly precision has been performed admirably by the two editors. The Festschrift as a whole now stands as one of the finest tributes that have ever been offered to a classical scholar.

—L.B.L.

Aratoris Subdiaconi De Actibus Apostolorum. Ex recensione Arturi Patch McKinlay. ("Corpus Scriptorum Ecclesiasticorum Latinorum," Vol. LXXII.) Vienna: Hoelder-Pichler-Tempsky, 1951. Pp. lxiv plus 363. No price given.

This contribution by an American scholar to a European undertaking assumes the form of an excellent edition of an early Christian poet, the lawyer and later churchman Arator, who lived in the first part of the sixth century. Upon his entrance into the Church he versified selected passages from *The Acts of the Apostles* in two books of Latin hexameters totaling some two thousand lines, together with short elegiac dedicatory epistles to the Abbot Florianus, Pope Vigilius, and the statesman Parthenius. His main aim was not so much to retell the missions of St. Peter and St. Paul as to reveal the mystic message, the allegoric value of the events he recounted: "Omnia secretam reserant documenta figuram" (ii, 33). The Latin is not difficult; extracts might make good sight reading for

high-school Vergil classes, especially the narrative parts.

The edition itself is a careful and complete job. The introduction discusses such matters as manuscripts, previous editions, and orthography; and it contains *testimonia* about Arator from his contemporaries Cassiodorus and Ennodius on down through the fourteenth century, medieval imitations of Arator, and a bibliography of Arator scholarship from 1516 on. The text itself is accompanied by a full *apparatus criticus*, indications of sources and of later quotations, and a collection of medieval glosses from the manuscripts. About half of the volume is given over to indices: of various figures used by the poet; of plays on words and oxymora; of the authors and works involved in the apparatus of sources and quotations. The final one is a complete *Index Verborum*.

Physically this is a pleasing volume: good paper, clear print (even for the footnotes), few serious misprints. The binding, however, will not withstand much handling.—K.G.

Pliny, Natural History, VI. With an English Translation by W.H.S. Jones. ("Loeb Classical Library," No. 392.) Cambridge, Mass.: Harvard University Press, 1951. Pp. xxv plus 532. \$3.00.

The sixth of the ten volumes allotted to Pliny the Elder in the Loeb series covers Books XX-XXIII, inclusive, of the great *Natural History*—that portion of the work devoted to the uses of trees, plants, and flowers, especially in medicine. The translator has provided a brief but interesting introduction, discussing, among other things, diseases of Italy, remedies and drugs, the botany of Pliny, and the Magi.

It is this section of Pliny's encyclopaedic work that contains many of the famous and fabulous remedies: Radishes to be rubbed on the head for falling hair (xx, 13, 27); onion-juice for weak eyes and for dog-bites (xx, 20, 39); garlic for snake-bite (xx, 23, 51); cabbage for cancerous sores or for sleeplessness (xx, 33, 81-2); thistle-root, boiled in water and drunk, to ensure the birth of male children (xx, 99, 263); lily roots for corns (xxi, 74, 126); the odor of violets for a "hangover" (xxi, 76, 130); an iris tied on to a baby, for teething (xxi, 83, 140); anemone roots for toothache (xxi, 94, 166); dried fungi to remove freckles (xxii, 47, 98); bean-meal for the voice (xxii, 69, 141); pears for the poison of toadstools (xxiii, 62, 115); figs boiled with pomegranates, for hang-nails (xxiii, 63, 123); five bitter al-

monds, taken before a drinking party, to prevent intoxication (xxiii, 75, 145); very old walnuts for gangrene (xxiii, 77, 148).

Book XXI, on flowers, wreaths, perfumes, dyes, leaves, bees, and honey, is particularly pleasant and interesting; but the whole volume is rich in fascinating lore.

Dr. Jones has edited and translated the four books with care and with sound scholarship.

—L. B. L.

The History of Alexander the Great. Vol. I. By Charles Alexander Robinson, Jr. ("Brown University Studies," Vol. XVI.) Providence, Rhode Island: Brown University, 1953. Pp. xvii plus 276; 1 map (endpaper). \$7.00.

This continuation of Professor Robinson's publications on Alexander of Macedon falls into two parts. The first (1-29) is "An Index to the Extant Historians." After setting up fifty-eight "Categories" of "Significant statements, descriptions, and expressions of opinion in the extant historians" (p. 7), the author draws up a list of place-names which forms "a precise and exact itinerary" (p. 5) of Alexander's progress "from his arrival at Troy to his death at Babylon" (p. 5). With each entry is given a reference to the Teubner text of such historians (Arrian, Diodorus, Justin, Curtius, Plutarch) as "at least allude to this particular place" (p. 4), together with an indication of what Categories are involved in the reference. Examples of the Categories are "Pitched battles," "Alexander's descent," "Gymnastic and other contests," "Sources," and "Opinions and reflective comments."

Part II (30-276) translates all the passages dealing with Alexander given by F. Jacoby in his *Die Fragmente der griechischen Historiker*, Part II b (Berlin, 1929). Where no English translation was available, the author created his own. Jacoby has been followed faithfully, except that some of his cross and source references and his chronological information have been omitted, and some of the source references modernized. The utility of this section would have been increased had Jacoby's practice of item identification at the top of each page been likewise followed.

The purpose of the presentation is to organize and study the literary information still extant about Alexander with a view to modifying and amplifying our understanding of "the great Macedonian" (p. vi). Its value to the professional historian will no doubt be enhanced by the second volume, which is to contain the



author's analysis of and comment upon the Categories and the Fragments.  
—K.G.

The Roman Antiquities of Dionysius of Halicarnassus, VII. With an English Translation by Earnest Gary. ("Loeb Classical Library," No. 388.) Cambridge, Mass.: Harvard University Press, 1950. Pp. x plus 472. \$3.00.

This volume, the last of the seven devoted in the Loeb series to Dionysius, comprises Book XI of the *Roman Antiquities*, and the extant excerpts from Books XII-XX, inclusive. The translation of the excerpts here presented is the first to appear in English.

Book XI deals with the turbulent period from the Second Decemvirate to about 400 B.C.; and chief among its *dramatis personae* are Lucius Valerius Potitus, Marcus Horatius Barbatus, Appius Claudius and others of his family, Verginius, and his young daughter Verginia. The excerpts carry the historical narrative down to the period of the war with Pyrrhus.

As always, Dionysius is interesting reading. His account is detailed and vivid, and it is lightened with "imaginary speeches."

Mechanically, the book comes up to the high standards of its series. The paper, although necessarily thin, is of good quality, the type is clear, and proof-reading has been done with care.

The volume is concluded with a General Index to the whole of the *Roman Antiquities*.  
—L.B.L.

A Forgotten Kingdom. By Sir Leonard Woolley. Baltimore, Maryland: Penguin Books (No. A 261), 1953. Pp. 191. 24 plates. Paper-bound, 75¢; hard-bound, \$1.95.

This is the third "Penguin" book by the great archaeologist Sir Leonard Woolley; and it is as great an archaeological "bargain" as were its predecessors, *Digging Up the Past* and *Ur of the Chaldees*.

The author began his excavation of two historically unknown mounds, al Mina and Atchana, in Northwestern Syria, to see if more could be learned there of the relations between Greek civilization and that of the ancient East. He dug for a total of seven seasons between the years 1936 and 1949, and was able to restore a "continuous and fairly detailed history" of an independent city-state called Alalakh, in the region known as the Amq. Alalakh, as he demonstrated, had trade and other connections with ancient Sumer, Babylon, and Egypt; with the great Hit-

tite empire; with the Hurri and Mitanni; with the Minoans, Mycenaeans, and Cypriotes. Sir Leonard dates the beginning of Level XVII, the earliest at Atchana, at about 3400 B.C. The fall of Alalakh at the hands of the "Peoples of the Sea" he puts in 1194. The excavations revealed further that al Mina was the site of the harbor town for Alalakh; that it was rebuilt after the fall of that city; and that it is the town mentioned by classical writers under the name Posideium. The author traces the later history of the harbor down through the Roman and Byzantine periods to 1286 A.D., the date of the capture of Antioch and the surrounding lands by the Mamelukes.

This little volume is the popularized account of the excavations and their results; the scientific report upon which it is based is *Alalakh*, published by the Society of Antiquaries of London. Both general reader and classicist will find the abridged account deeply interesting. Plates, drawings, charts, and plans clarify the text.  
—L.B.L.

Aristotle on the Art of Fiction. An English Translation of Aristotle's *Poetics* with an Introductory Essay and Explanatory Notes. By L. J. Potts. Cambridge: At the University Press, 1953. Pp. 94. \$1.25.

This little paper-covered volume is intended "to provide the English reader who is interested in the theory of literature and knows little or no Greek, with the nearest approximation to a plain text of the *Poetics* . . ." (p. 13). It fulfills this promise excellently. At the same time Mr. Potts has not hesitated to reevaluate the text tradition and occasionally to differ from accepted readings. The result is a clearer picture of what Aristotle presumably wrote than I have yet seen. Mr. Potts has increased our debt to him by providing a brief but lucid introduction (1-15) on the influence the *Poetics* has had on subsequent literary theory and practise, and five valuable appendices (62-87): on the incompleteness of the *Poetics*; on what Aristotle meant by poetry; on his use of the word *mythos*, which Mr. Potts translates by "fable"—like Professor L. A. Post (*From Homer to Menander*; see THE CLASSICAL OUTLOOK XXIX, p. 84) he recognizes that the *Poetics* is really a treatise on fiction; on the aesthetic values discussed by Aristotle; and on the references in the work to Greek literature and drama. Footnotes throughout are generally restricted to comments on the text or the translation, or else give cross-references.

There are also a brief bibliography and an Index.  
—K.G.

## NOTES AND NOTICES

The Classical Association of the Middle West and South will hold its fiftieth anniversary meeting in St. Louis, Missouri, on April 22, 23, and 24, 1954. A special program is being prepared.

Eta Sigma Phi will hold its twenty-sixth national convention in St. Louis, Missouri, April 22, 23, and 24. The fortieth anniversary of the society—its thirtieth as a national organization—will be celebrated.

The Classical Association of the Atlantic States will hold its 1954 meeting in New York City on April 23 and 24.

The Classical Association of New England met at Bowdoin College on April 2 and 3.

The Seventh University of Kentucky Foreign Language Conference will be held in Lexington, Ky., on April 22, 23, and 24. Although sponsored by a state university, this conference is really international in scope; last year it drew an attendance of 610 persons from forty states and seven foreign countries. Thirty-four language areas, from Arabic to Vietnamese, were represented by individuals from 264 institutions. Professor Jonah W. D. Skiles, of the Department of Ancient Languages of the University of Kentucky, is the director. The theme of the Conference this year is "The Seven Ages of Man in Language Education."

Workshop scholarships of \$200 each for teachers of foreign language, including Latin, are available for the first University of Minnesota Auxilium, June 15-July 17, under terms of a grant from the Fund for the Advancement of Education. The program for Latin teachers will emphasize the "linguistic" approach, through discussions and laboratory techniques. Auxiliary tape-recorded materials will be used. Applications for scholarships must be made by April 15. Inquiries should be addressed to the Dean of the Summer Session, 135 Johnston Hall, University of Minnesota, Minneapolis 14, Minn.

The Lyric Foundation for Traditional Poetry Award of \$100 will be made this summer for the best original and unpublished poem of 32 lines or less, written in the traditional manner by an enrolled student in any

American college or university. An added honorarium of \$100 will go to the Library of the college in which the student is enrolled. Poems should be mailed not later than June 1, 1954, to The Lyric, Box 390, Christiansburg, Virginia.

On May 15, 1954, Randolph-Macon Woman's College will present the Oresteia trilogy of Aeschylus in Greek. It is believed that this will be the first performance of the trilogy in Greek in the United States. Inquiries should be directed to the Office of Publicity of the College, in Lynchburg, Virginia.

### MATERIALS

A new series of graded tape recordings in Latin has been announced by the Living Language Library, Box 3387, St. Paul, Minnesota. Designed to parallel standard textbooks, the Living Language Library provides programs of real people in real life situations. Radio drama techniques are utilized in the recordings to produce an atmosphere of reality, for increased student interest. The programs are recorded on "Scotch" plastic tape, which provides high fidelity sound reproduction so essential to language instruction. Each recording is fifteen minutes in length and is divided into three related sections, each complete in itself. Because these sections are short, the teacher can integrate them into the daily class schedule. The price of each fifteen-minute reel, complete with teacher's manual, printed text of the recording, and suggestions for classroom use, is \$3.50 for tape recorders operating at  $3\frac{3}{4}$  inches per second, and \$4.50 for recorders operating at  $7\frac{1}{2}$  inches per second. Detailed information may be obtained from the Living Language Library, at the above address.

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Because of the increased cost of fourth-class postage, please add 25c for any order of \$1.50 or more.

The address of the Service Bureau is Miami University, Oxford, Ohio.

W. L. CARR, Director

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